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ABSTRACT

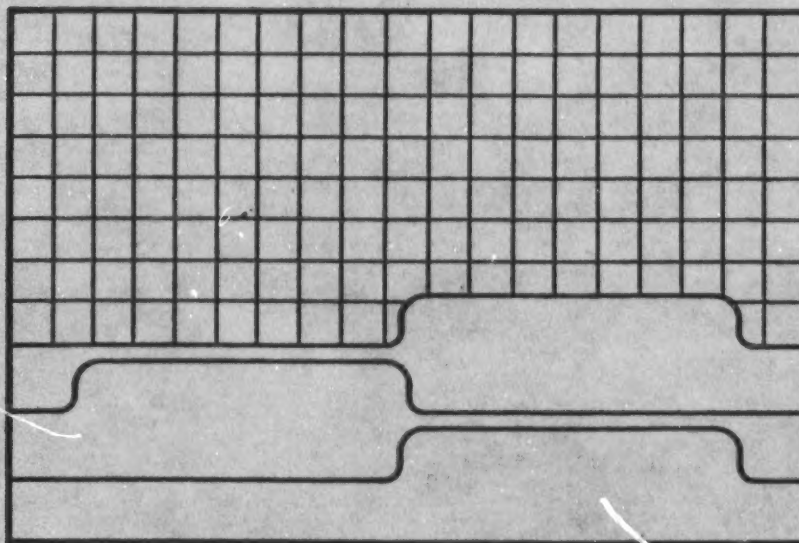
This unit, one in a series of packets of teacher and student materials for cooperative occupational education (COE) designed for special needs students, is intended to develop student awareness of factors that influence progress on the job. Emphasis is placed on how promotions are earned and given, positive and negative aspects of promotions, and reasons and processes for leaving a job. The instructor material includes the following items: unit objectives, specific objectives, suggested activities, an outline of information given in the student instructional materials, transparency masters, a key to the unit review, and references. The student material contains objectives, an introduction, information sheets, assignment sheets (with activities such as matching, quizzes, and puzzles), and a unit review. Student materials and transparency masters are illustrated with line drawings. (KC)

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Cooperative Occupational Education Instructor Material

and Student Material

Unit 13 Progressing On The Job



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CE037028

INSTRUCTOR

COURSE TITLE - COOPERATIVE OCCUPATIONAL EDUCATION

SECTION D - ON THE JOB

UNIT 13 - PROGRESSING ON THE JOB

UNIT OBJECTIVES

This unit will develop student awareness of various factors that influence progress on the job. Emphasis is placed on how promotions are earned and given, positive and negative aspects of promotions, and reasons and processes for leaving a job.

SPECIFIC OBJECTIVES

1. Identify four ways opportunities for promotions occur.
2. Select eight factors employers consider when making promotions.
3. Explain what a performance evaluation is and how it is used.
4. Give three acceptable reasons for leaving a job.
5. Explain the proper procedure for leaving a job.

PROGRESSING ON THE JOB

UNIT 13

SUGGESTED ACTIVITIES

I. Instructor

- A. Prepare transparencies (TM 13-1, TM 13-2, TM 13-3, TM 13-4).
- B. Discuss objectives.
- C. Discuss Information Topics (IT 13-1, IT 13-2, IT 13-3, IT 13-4, IT 13-5).
- D. Review Assignment Sheets (AS 13-1, AS 13-2, AS 13-3, AS 13-4, AS 13-5).
- E. Administer and evaluate unit review.
- F. Optional activities
 - 1. Have students select one of the topics addressed in the objectives, research the topic, and prepare a written or oral report for presentation to the class.
 - 2. Students could select a job they would like to do and then explore what promotional opportunities that job offers and what qualities are necessary for advancement in that area.
 - 3. Invite an employer to address the class on how and why employee evaluations are used.
 - 4. Invite a representative from a personnel department to talk to the class about the importance of leaving a job properly.

II. Student

- A. Read and discuss unit objectives.
- B. Read and discuss Information Topics.
- C. Complete and review Assignment Sheets.
- D. Complete unit review.

INSTRUCTIONAL MATERIALS

I. Included in this unit

- A. Objective Sheet

B. Information Topic sheets

1. IT 13-1: What You Should Know About: How Opportunities for Promotions Occur
2. IT 13-2: What You Should Know About: Factors Employers Consider When Making Promotions
3. IT 13-3: What You Should Know About: Performance Evaluations
4. IT 13-4: What You Should Know About: Advantages and Disadvantages of Promotions
5. IT 13-5: What You Should Know About: How to Leave a Job

C. Transparency masters

1. TM 13-1: Qualities Necessary for Promotions
2. TM 13-2: Sample Performance Evaluation Form
3. TM 13-3: A Promotion - Advantages and Disadvantages
4. TM 13-4: Leaving A Job

D. Assignment Sheets

1. AS 13-1: What You Have Learned About: How Opportunities for Promotions Occur
2. AS 13-2: What You Have Learned About: Factors Employers Consider When Making Promotions
3. AS 13-3: What You Have Learned About: Performance Evaluations
4. AS 13-4: What You Have Learned About: Advantages and Disadvantages of Promotions
5. AS 13-5: What You Have Learned About: How to Leave a Job

E. Unit review and key

II. References

- A. Atherton, J. C. and A. Mumphrey. Essential Aspects of Career Planning and Development. Danville, IL: Interstate Printers and Publishers, Inc., 1969.
- B. Career Education: Distributive Job Development. Columbia, MO: Instructional Materials Laboratory, University of Missouri-Columbia.

- C. Elsberg, T. Career Exploration: You and Your Future. New York: Fairchild Publications, 1975.
- D. Gooch, B. G., L. Carrier, and J. Huck. Work: Pathway To Independence. Chicago: American Technical Society, 1979.
- E. Grimes, L. A. Jr. Students Personal Adjustment to Work. Austin, TX: University of Texas Instructional Materials Center, 1973.
- F. Hohhertz, D. Personal Development for Cooperative Part-time Training. Commerce, TX: Occupational Curriculum Laboratory, East Texas State University, 1981.
- G. Kimbrell, G. and B. S. Vineyard. Succeeding in the World of Work. Bloomington, IL: McKnight Publishing Co., 1981.
- H. Nelson, R. E. Occupational Survival Skills. Urbana, IL: Department of Vocational and Technical Education, University of Illinois, 1978.
- I. Occupational Essentials: Skills and Attitudes for Employment. Rockford, IL: H. C. Johnson Press, Inc., 1972. (teacher guide, reference book, student manuals)
- J. You and Your Job Series: Supervising on the Job. Danville, IL: Interstate Printers and Publishers, Inc., 1971. (programmed learning materials, study guide)
- K. Your Job Series. Chicago, Coronet Films, 1968. (films)
- L. A Career for Tomorrow. American Learning Systems, Inc., 1976. (filmstrip)

PROGRESSING ON THE JOB

UNIT 13

- I. How Opportunities for Promotions Occur (IT 13-1)
 - A. The employment interview presents the best opportunity for gaining information about requirements and opportunities for future advancement.
 - B. Opportunities for promotions result from:
 1. Retirement
 2. Death
 3. Resignation
 4. Promotions
 5. Demotions and/or firings
 6. Additional positions created
- II. Factors Employers Consider When Making Promotions (IT 13-2, TM 13-1)
 - A. Promotions are based on a combination of factors relating to employee job performance and length of service.
 1. Seniority
 2. Quality of work
 3. Productivity
 4. Dependability
 5. Cooperation
 6. Job knowledge
 7. Communication skills
 8. Leadership
- III. Performance Evaluations (IT 13-3, TM 13-2)
 - A. A performance evaluation is a formal observation and rating of an employee's performance and behavior.
 - B. An evaluation is usually conducted at specific intervals following initial employment.

C. Evaluations are:

1. Used by employers to:
 - a. Identify competent and incompetent workers.
 - b. Make objective decisions about promotions transfers or firings.
 - c. Identify worker strengths and weaknesses.
 - d. Identify training needs.
2. Used by employees to:
 - a. Learn areas of their work that excel or need improvement.
 - b. Receive suggestions for methods to improve performance or attitudes.
 - c. Express job-related concerns.
 - d. Discuss future career plans.

IV. Advantages and Disadvantages of Promotions (IT 13-4, TM 13-3)

A. Advantages:

1. Increased wages and benefits
2. Opportunity to be part of decision making and implementation process
3. Personal satisfaction
4. Prestige
5. Increased opportunities for future promotions
6. Additional training

B. Possible disadvantages:

1. Personal relationships change on the job.
2. Increased work load
3. Increased responsibility
4. Additional criticism
5. Increased amount of time on the job

V. Why and How to Leave (IT 13-5) (TM 13-4)

- A. The decision to leave a job should be carefully considered, and based on an acceptable reason.
- B. Acceptable reasons are:
 - 1. Accept or seek a better position
 - 2. Further one's education
 - 3. Change careers
 - 4. Relocate
 - 5. Poor health
- C. Certain courtesies should be observed when leaving a job.
 - 1. Company policies should be followed.
 - 2. Adequate notice should be given to the employer. Normal policy is to base termination notice on the pay period. Prime consideration should be given for allowing the employer time to find and train a replacement.
- D. How a person leaves a job can have a positive or negative effect on future employment.

PROGRESS ON THE JOB

UNIT 13

REVIEW KEY

A. Circle around 1, 3, 4, 5 and 6.

- B. A. Seniority
B. Quality of work
C. Quantity of work
D. Dependability
E. Cooperation
F. Job knowledge
G. Communication skills
H. Leadership

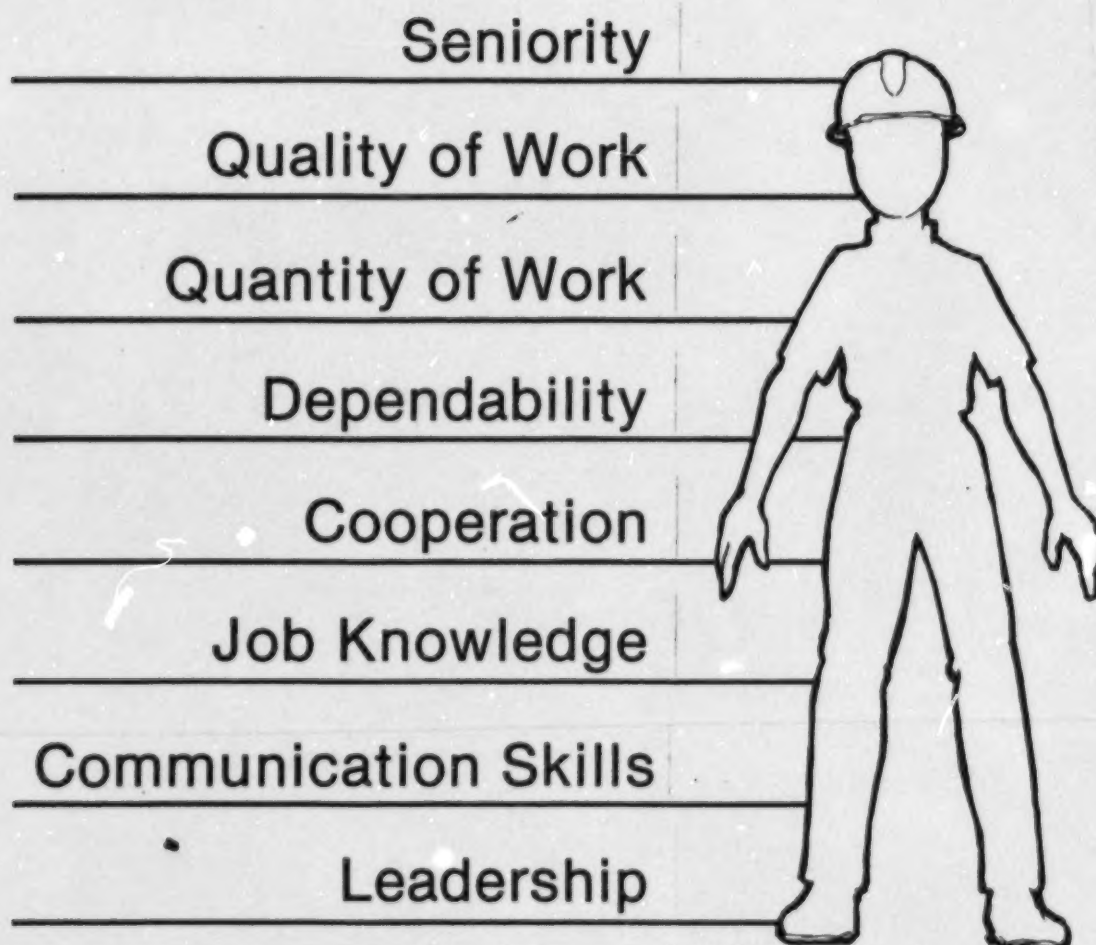
- C. 1. T
2. F
3. T
4. T
5. T

- D. 1. A
2. A
3. D
4. A
5. A
6. A
7. D

- E. 1. Better job offer
2. Return to school
3. Change careers

- F. Points that should be addressed:
Follow company policy
Inform the employer
Give adequate notice

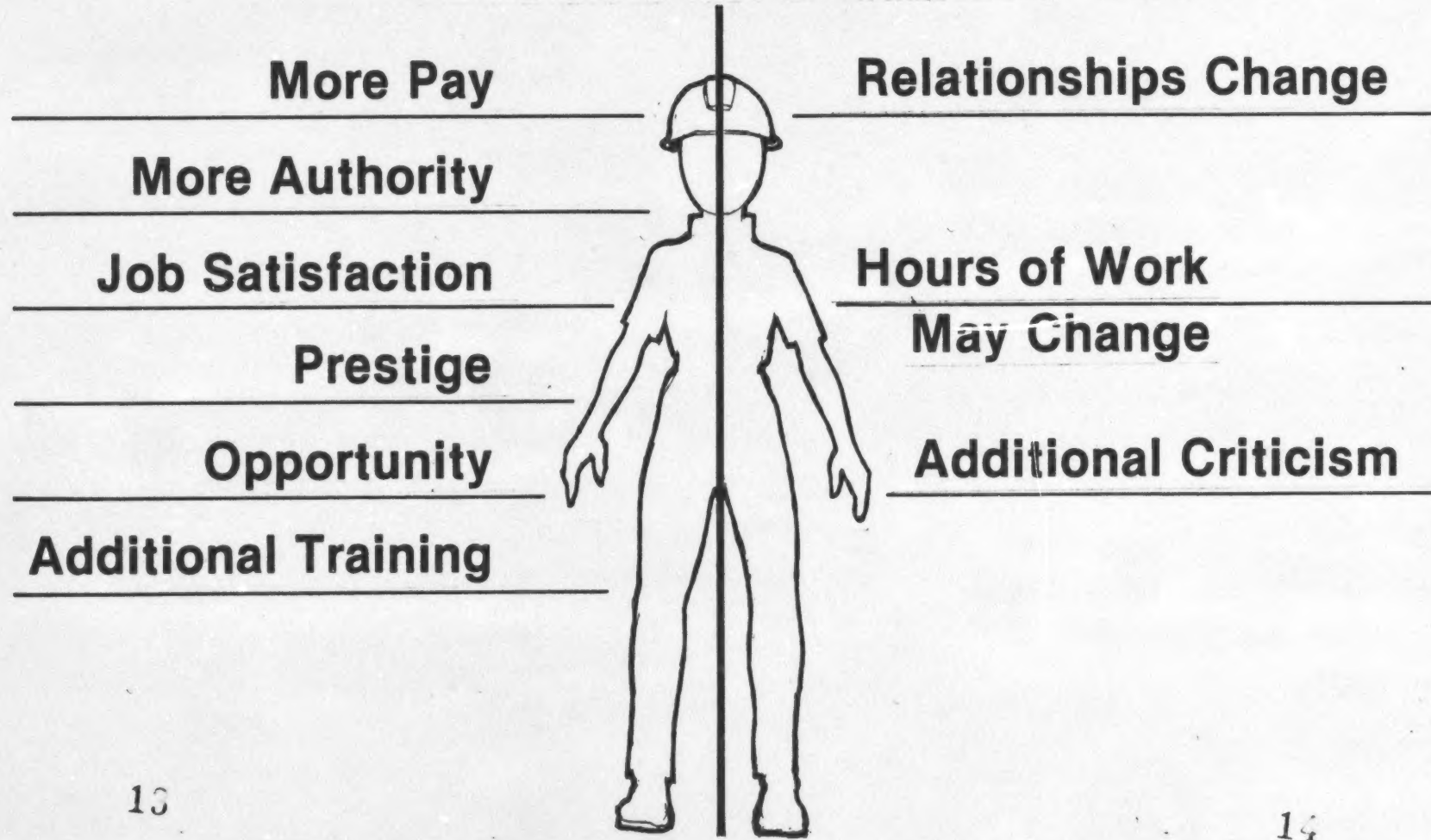
Qualities Necessary For Promotions



Performance Evaluation Form

JOB PERFORMANCE REVIEW						
NAME			POSITION TITLE			
DEPARTMENT			DATE	DATE OF LAST REVIEW		
INSTRUCTIONS 1. Evaluate employee according to requirements of the job. 2. Review should cover usual performance for the whole period under consideration. 3. Indicate "not applicable" if factor does not apply to the job. 4. Place a check (✓) in appropriate square for each factor.						
EVALUATION FACTOR	QUALITY	Accuracy Neatness of work Thoroughness				
	PRODUCTIVITY	Volume produced Response to work pressure Utilization of time				
	DEPENDABILITY	Punctuality Attendance Degree of direction required Planning and organization of work				
	COOPERATION	Ability to work with the public Ability to work with other employees Attitude toward job and the company Willingness to accept guidance				
	JOB KNOWLEDGE	Understanding of job requirements Ability to think problems through Understanding of related areas and functions				
	COMMUNICATION	Conveying thoughts clearly through oral communication. Conveying thoughts clearly through written communication				
	LEADERSHIP	Suggesting new and better methods Attitude and morale of group led Training and developing of employees Ability to communicate with fellow employees. Willingness to accept responsibility				
Comments on specific achievements.						
Comments on what is needed to improve performance, or prepare for greater responsibility.						
OVERALL EVALUATION		PROVISIONAL	ACCEPTABLE	COMPETENT	COMMENDABLE	
SIGNATURE		EMPLOYEE		SUPERVISOR/MANAGER		

• A Promotion • Advantages and Disadvantages



13-15

Leaving A Job

There is an incorrect way...

MRS. SMITH, THIS JOB
STINKS AND I QUIT!



15

And a correct way...

MRS. SMITH, I'VE DECIDED THAT THIS
JOB IS JUST NOT FOR ME, SO I'VE
ACCEPTED ANOTHER JOB ACROSS TOWN.
I CAN WORK TWO MORE WEEKS
HERE BEFORE ...

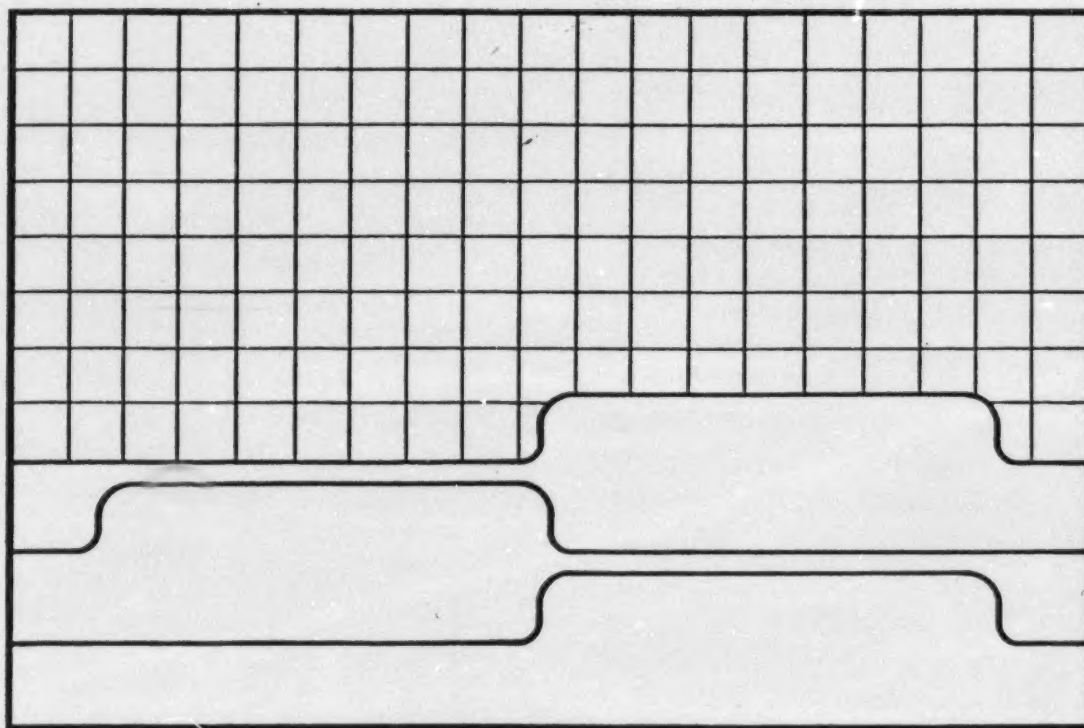


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TM 13-4

Cooperative Occupational Education
student material

Unit 13
Progressing On The Job



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Jefferson City, Missouri

On The Job

After completing this unit, you will be able to:

- Identify four ways opportunities for promotions occur.
- Select eight factors employers consider when making promotions.
- Explain what a performance evaluation is and how it is used.
- Recognize advantages and disadvantages of promotions.
- Give three reasons for leaving a job and explain the proper procedure for leaving.



Introduction

Once you are hired for a job, you will want to progress to even better ones. Unit 13 will explain how an employee can progress on the job. You will learn about how promotions occur, their advantages and disadvantages, and why and how to leave a job.

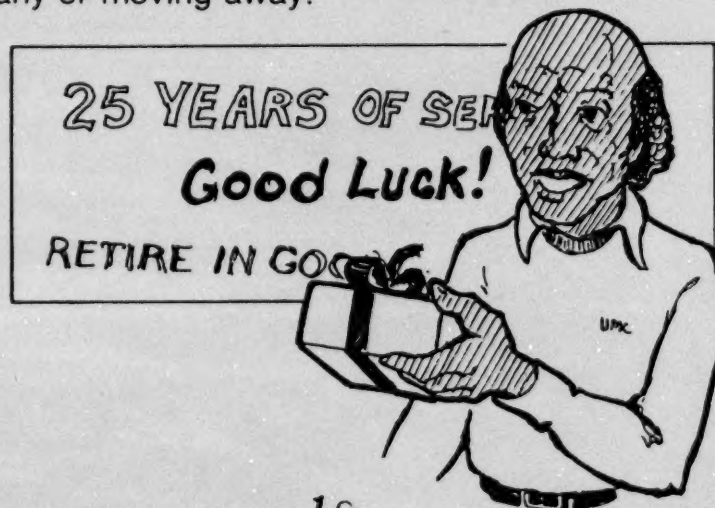
What You Should Know About How Opportunities for Promotions Occur

Good employees are often given a chance to advance within a company. People like to work for companies that offer chances for promotions. In a job interview, you may ask about promotions that may occur as you gain experience and skill.

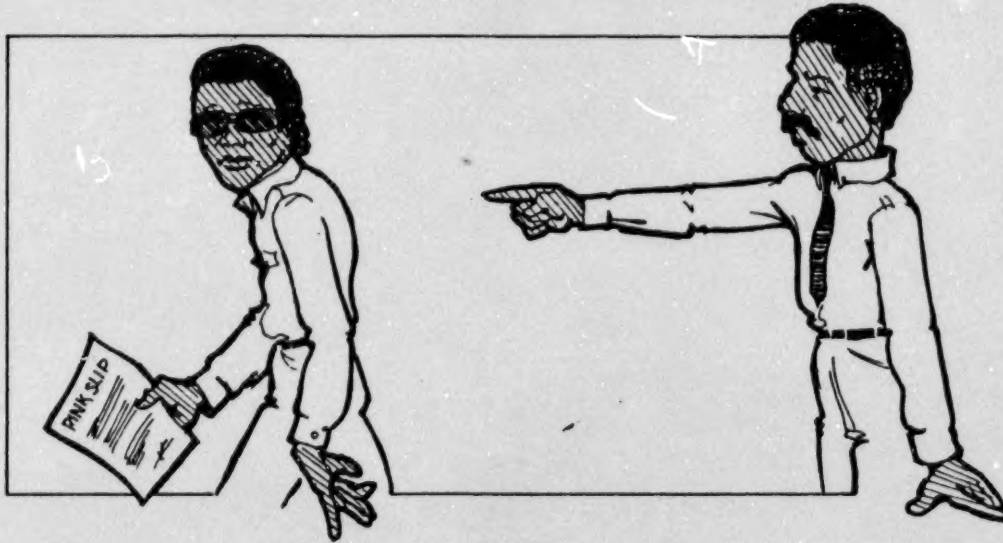


Promotion opportunities usually occur when:

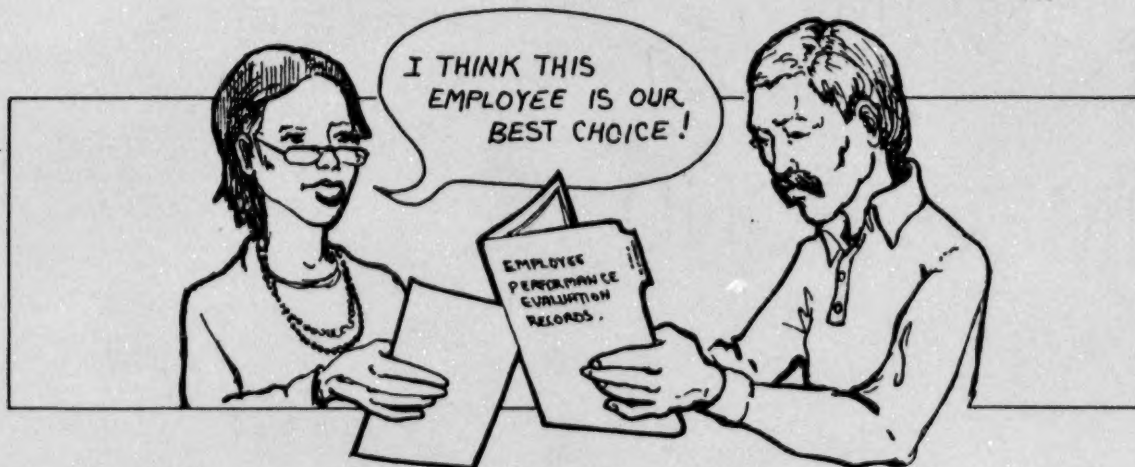
Someone leaves a job for any reason, such as retirement, taking a job with a different company or moving away.



Openings also occur when a poor worker is fired or demoted.



Whatever the reason, this opening must be filled to keep work flowing smoothly. To do this the employer often promotes a competent employee into that position. When a promotion is made, someone in turn must be hired or promoted to fill that position.



Employers sometimes create new jobs to meet company needs. Present employees are often promoted to these positions and trained on-the-job. Employers like to go with their proven employees whenever possible.

What You Have Learned About How Opportunities for Promotions Occur

A. Read each of the following case studies and identify how each promotional opportunity occurred.

1. Sheila and Tami have worked at the phone company since high school. Tami moved to another state to work for a cable company. Sheila's supervisor promoted her to Tami's old position.

Sheila's promotion occurred because: _____

1. Sammy is a food service worker at the regional hospital. After two years of steady, dependable work, he was moved up into his supervisor's position. His supervisor was re-assigned to another part of the food service area because he couldn't get his workers to do their jobs on time.

What was the reason for Sammy's promotion? _____

3. Mary recently received a promotion to supervisor of the Shipping Department. Harry has been working in the Shipping Department for two years and is an excellent worker. Mary decides to promote Harry to her old job.

Harry's promotion came about because: _____

4. Ajax Construction Company was recently awarded a contract to construct a large office building. They had to hire twenty new employees. Frank, who has worked for the company for one year, was promoted to foreman to supervise the new workers.

Frank received his promotion because: _____

What You Should Know About Factors Employers Consider When Making Promotions

Employers consider several factors when they decide whom to promote. Most of them are related to the employee's job performance.

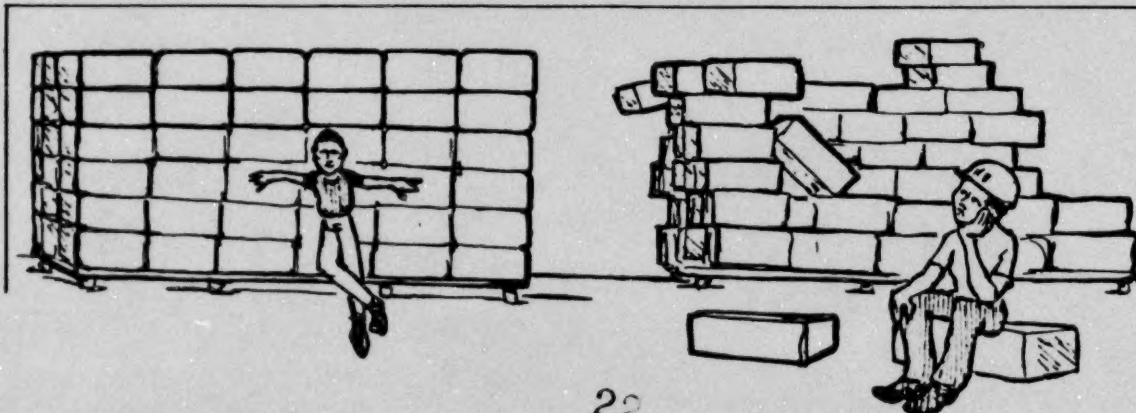
SENIORITY

Seniority is the time a person has worked for a company. Those who have worked longest have the most seniority. Employers consider seniority when making promotions but seldom promote a person only because of seniority.



QUALITY OF WORK

The quality of an employee's work will affect an employer's decision to make promotions. Employees who do accurate, neat and thorough work are the ones who will be considered for promotions.



QUANTITY OF WORK

Employee productivity, or the quantity of work done, is also considered by an employer. An employer is not likely to promote someone who is not able to do a certain amount of work or get work done on time.



DEPENDABILITY

Dependability is another factor employers consider when promoting employees. Dependable employees get to work on time and have a good attendance record. They do not need a lot of supervision and can plan their work load efficiently.



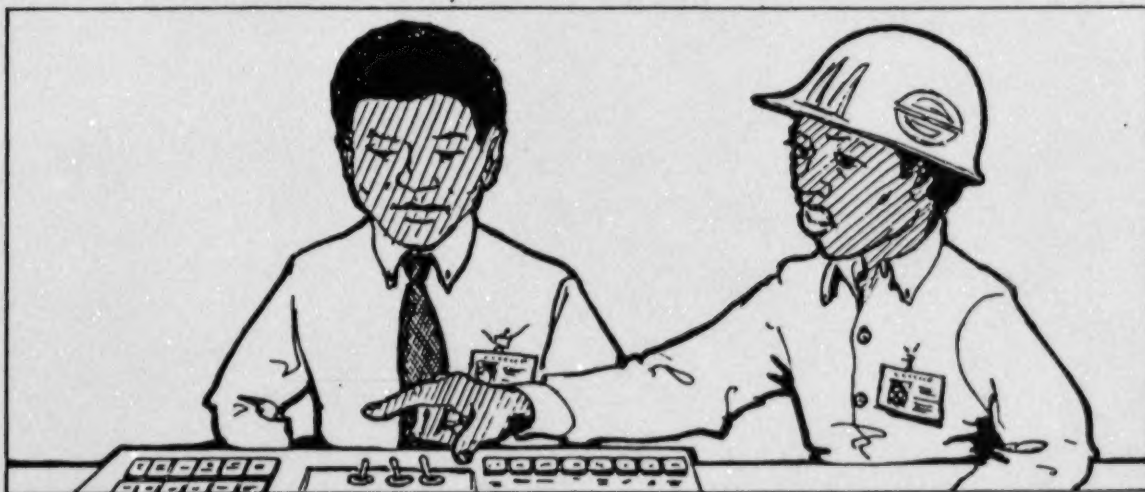
COOPERATION

Cooperation is the ability to get along with your coworkers and employer. A cooperative employee has a good attitude toward work and is willing to accept criticism and guidance.



JOB KNOWLEDGE

Employers promote employees who know their job. These employees understand the requirements of their job. They are able to think problems through and try to find out more about their job.



COMMUNICATION SKILLS

The ability to communicate is an important factor for promotion. A supervisor who can give clear directions to workers will be of much value to an employer. In some jobs, you may have to write reports or requests for materials or equipment. To do this, you must be able to organize your thoughts and put them on paper.



LEADERSHIP

Employers promote employees who demonstrate leadership. These employees show ability to get work done, work well with their coworkers, and accept more responsibility.



What You Have Learned About Factors Employers Consider When Making Promotions

A. Match each of the following terms with its definition by drawing a line between them.

- | | |
|------------------|---------------------------|
| 1. Dependability | a) Quantity of work |
| 2. Seniority | b) Exchange information |
| 3. Cooperation | c) What you know |
| 4. Leadership | d) Able to guide or show |
| 5. Productivity | e) How well a job is done |
| 6. Knowledge | f) Reliability |
| 7. Communication | g) Getting along |
| 8. Quality | h) Time on a job |

B. Find the eight words about promotions hidden in this puzzle.

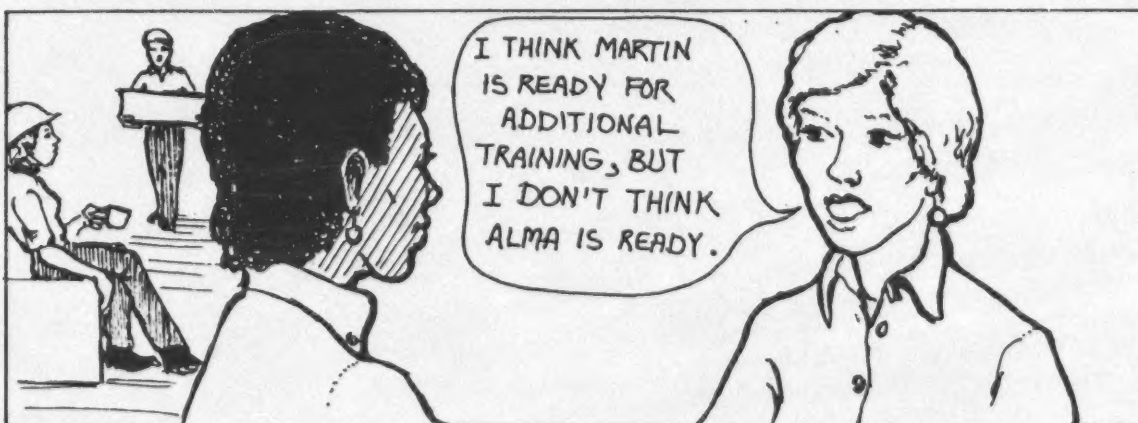
A	V	E	M	P	L	O	Y	E	R	S	Q	H
W	L	U	T	Q	M	P	U	O	X	M	U	Y
D	E	P	E	N	D	A	B	L	E	W	A	K
X	A	S	R	F	A	C	T	O	R	S	L	G
A	D	B	D	O	L	S	E	J	F	O	I	S
O	E	C	O	M	M	U	N	I	C	A	T	E
L	R	Z	R	T	P	O	E	K	C	I	Y	N
V	S	A	Q	U	A	N	T	I	T	Y	M	I
B	H	S	R	D	B	H	Q	I	J	D	H	O
R	I	V	E	X	I	N	Y	L	O	F	N	R
T	P	C	O	N	S	I	D	E	R	N	G	I
K	N	O	W	L	E	D	G	E	Z	J	F	T
Q	U	W	G	R	B	P	C	K	I	E	N	Y

What You Should Know About Performance Evaluation

Employers take time to observe their employees at work. They record how well you get along with coworkers and how efficiently you do your work. This is called a performance evaluation.



Employers often keep a record of these observations on a performance evaluation form. Evaluations are done by some employers on a yearly basis. Others do them every three or six months. Evaluations help an employer see if an employee's performance improves, stays the same, or gets worse.

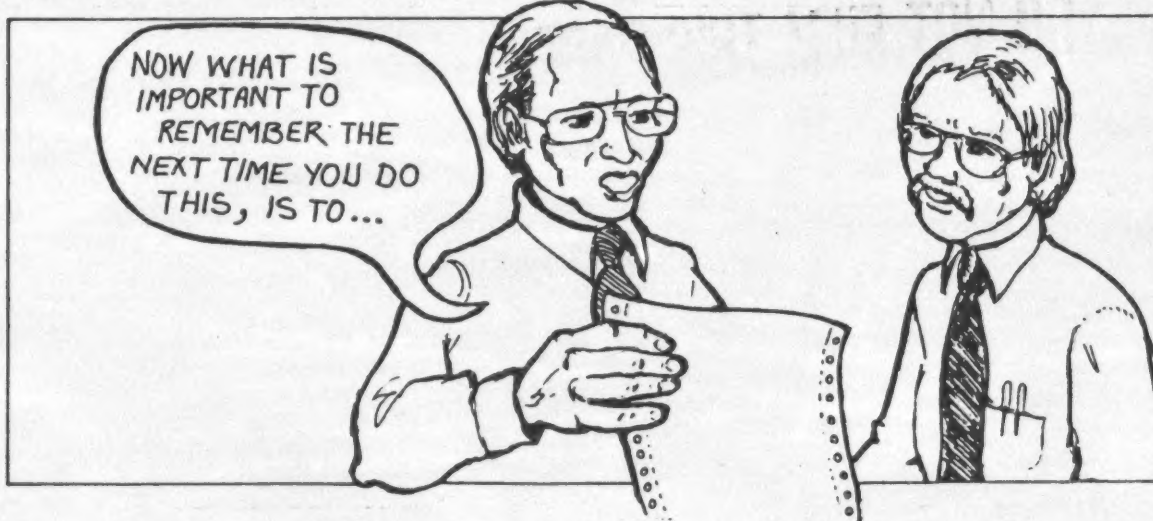


Evaluations help identify an employee's strengths and weaknesses. They can be used by the employer to make decisions about training and promoting workers.

Evaluations also help you by letting you know how you can improve your work. You'll probably be allowed to see your evaluation form and comment on it.



Usually employers meet with each employee to discuss the evaluation. Constructive criticism is given by the employer and suggestions may be given on how weaknesses can be corrected.



This evaluation meeting is also your chance to discuss problems you may have on the job. You can ask about promotions and opportunities for training, at this time.

Most employees think of an evaluation as something good. Think of it as a positive tool which helps you and your employer.

What You Should Know About Performance Evaluations

Choose the answer that best completes each sentence.

1. A performance evaluation is
 - a. a test to see how much you have learned.
 - b. a record of how well you do your job.
2. Performance evaluation forms are filled out by
 - a. employers.
 - b. employees.
3. A performance evaluation is usually done
 - a. once a week.
 - b. once or twice each year.
4. When discussing you and your job, your employer should
 - a. talk about your strengths and weaknesses.
 - b. only talk about things you've done wrong.
5. The performance evaluation is your chance to
 - a. tell off your boss.
 - b. talk about problems and ask questions about your job

What You Should Know About Advantages and Disadvantages of Promotions

When people think of a promotion they think of the advantages it will bring. They are right, but a promotion can also have a few disadvantages. Let's look at both.

First, the advantages:

MORE PAY

A promotion usually means you will receive an increase in your wages. Sometimes you'll get more fringe benefits.



MORE AUTHORITY

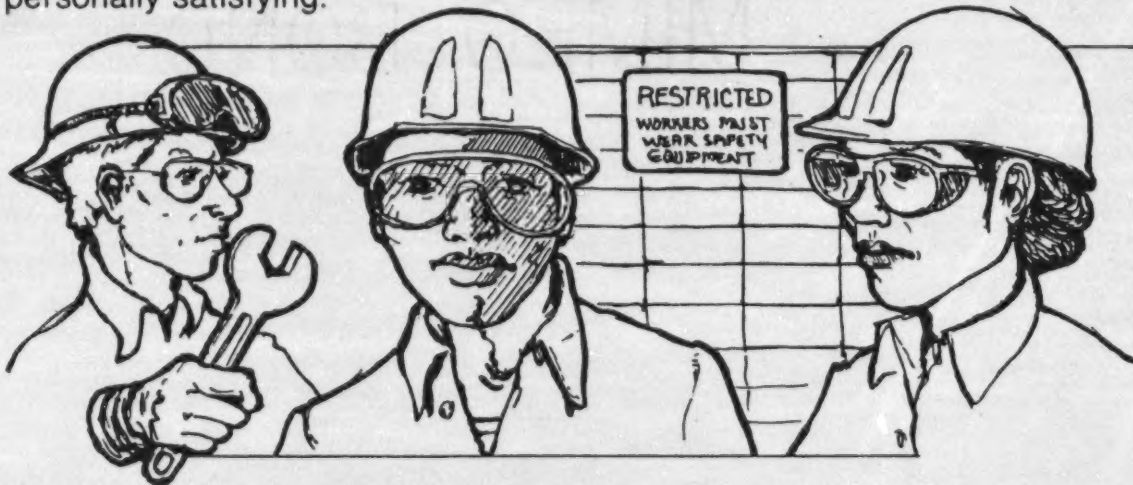
If you are promoted to a higher position you may get to make decisions that will affect what and how things are done. You might also be responsible for supervising other workers.



13-13

SATISFACTION

A promotion is recognition of your value as an employee. Your employer is confident that you can handle more important tasks. A promotion is personally satisfying.



PRESTIGE

When you are promoted to a better position you become more of a leader. Your coworkers will expect you to help them solve problems. They may ask for your advice to help them improve their work.

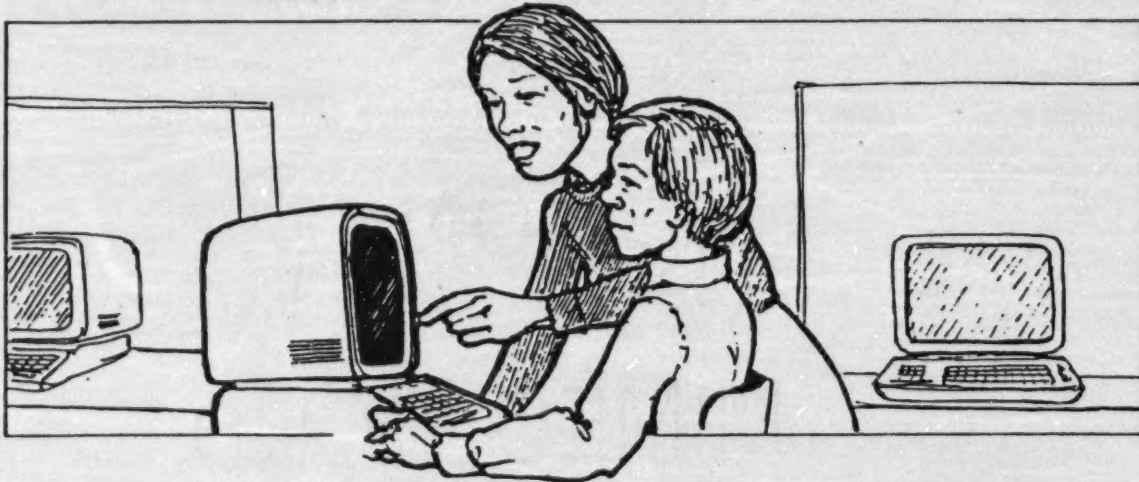
OPPORTUNITY

Promotions let you gain experience that can help you move into still higher positions in the future. Every promotion you accept can be a step toward your career goals.



ADDITIONAL TRAINING

Additional responsibilities and new tasks usually come with a promotion. Your employer will usually provide you with additional training to prepare you for the new position. This training can improve your over-all skill level.



Now, let's look at some disadvantages that may come with a promotion.

RELATIONSHIPS CHANGE

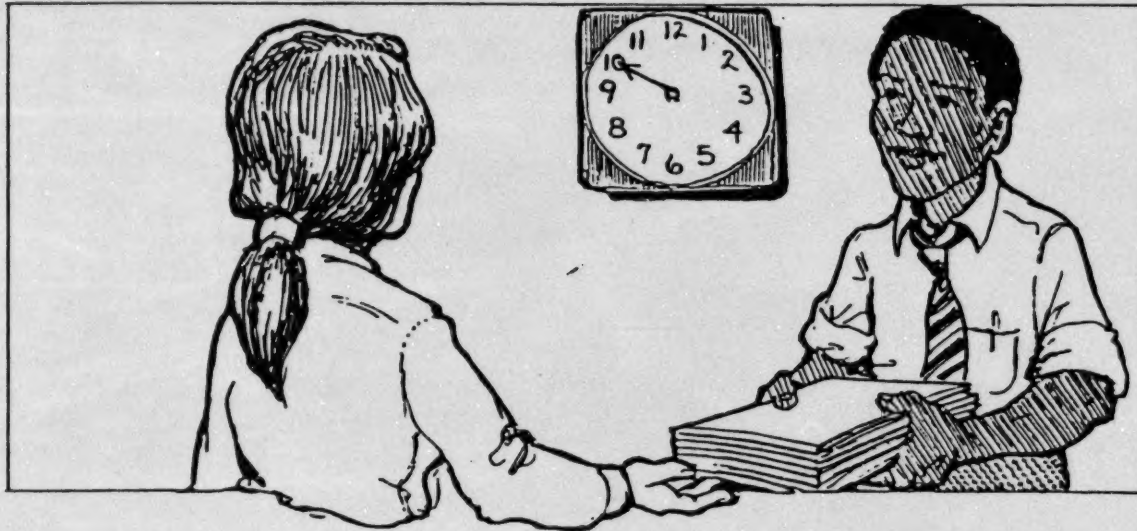
Promotions often affect relationships with your coworkers.



You might become a supervisor over people you once worked with. You will have to work with them in a more professional manner and not let your feelings interfere with your job responsibilities.

HOURS OF WORK MAY CHANGE

More responsibilities go with a promotion. These may require spending more time at work. If a truck shipment is delayed, and you are the warehouse supervisor, you will probably have to stay until the shipment comes in.



If you supervise others, you have to check their work as well as do your own.

ADDITIONAL CRITICISM

When you are promoted to a position of greater responsibility, you can expect to get more criticism from those you work with and from your boss.



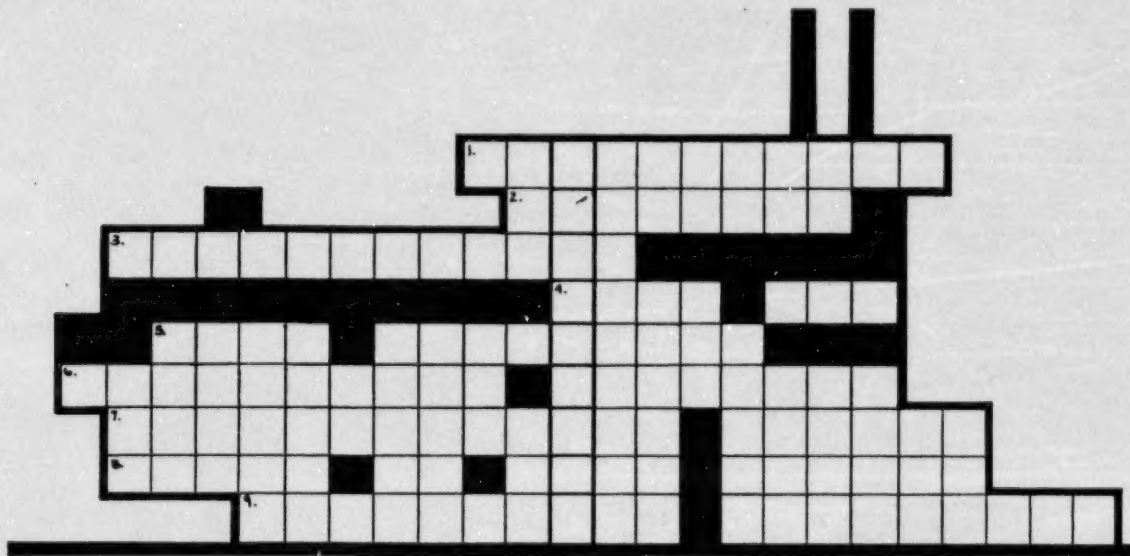
Constructive criticism is something positive. Listen to comments and do what you can to correct these problems.



Remember, you may not be able to please everyone all of the time. Decide what criticism deserves action and continue to do your best.

What You Should Know About Advantages and Disadvantages of Promotions

- A. Something is happening at the factory. Complete the crossword puzzle and you will find what it is. Good Luck!



CLUES

1. The chance to move into higher positions in the future
2. Becoming more of a leader
3. Feeling good because of a promotion
4. An increase in your wages
5. Getting to make decisions that will affect how things are done
6. Chance to improve your overall skill level
7. What might happen when you work in a more professional manner
8. Your 40 hour work week may vary
9. More people telling you how to do things

What You Should Know About Why and How to Leave a Job

Before you decide to leave a job be sure that you have thought carefully about it and are leaving for a good reason.

Three common reasons for leaving a job are:

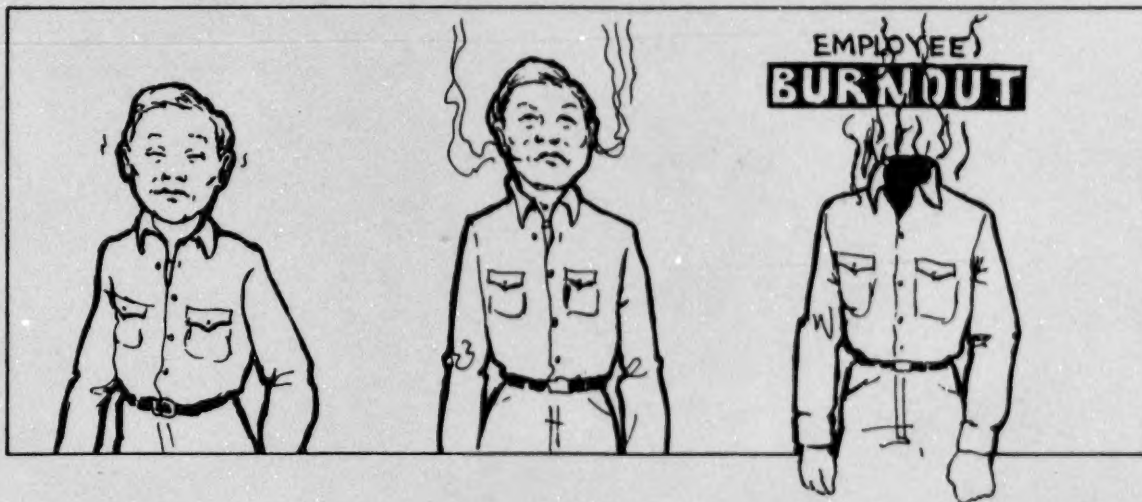
A better job may be offered to you. This could mean more pay, better working conditions, more responsibility, or better opportunities.



You may decide to return to school. This education and training would prepare you for a better job in the future.



You may decide, after working at your job for some time, that the work you are doing is just not for you.



If you do leave your job, there is a correct way to do it.

- Follow company policy.
- Inform your employer that you are planning to leave.
- Give your employer time to find a replacement by giving at least two weeks notice.



Following proper procedures when you leave a job will help you in the future. Every job you have becomes a part of your work record. Future employers will check with your past employers to find out what kind of employee you were.

It is to your advantage to leave a job on pleasant terms. Showing lack of responsibility by leaving without notice can hurt you when getting another job.



What You Have Learned About Why and How to Leave a Job

- A. Below is a list of reasons for leaving a job. Select those you consider to be acceptable reasons and put YES beside them. Be prepared to explain your choices.

- _____ 1. You're joining the Navy.
- _____ 2. You're moving out of state.
- _____ 3. You're offered more money somewhere else.
- _____ 4. You're returning to school.
- _____ 5. You don't like your boss.
- _____ 6. You find a better opportunity elsewhere.
- _____ 7. You don't like working nights.
- _____ 8. You think it's too far to travel to work.
- _____ 9. You are ready to change careers.
- _____ 10. You have to get up too early to get to work.

Name: _____

Unit 13 Review

A. Which of the following illustrate ways advancement opportunities occur?

- ___ 1. Someone leaves a job.
- ___ 2. Company moves to a new location.
- ___ 3. Someone is fired or demoted.
- ___ 4. A new job is created to meet company needs.
- ___ 5. Someone is promoted.
- ___ 6. The company loses money during a recession.

B. Which factors should employers consider when making promotions?

- | | |
|-----------------------|--------------------------|
| ___ Seniority | ___ Handicaps |
| ___ Quality of work | ___ Cooperation |
| ___ Sex | ___ Job knowledge |
| ___ Quantity of work | ___ Age |
| ___ Dependability | ___ Communication skills |
| ___ Race and religion | ___ Leadership |

C. The following True-False questions are about performance evaluations. Write T or F in front of each sentence.

- ___ 1. A performance evaluation results from observing an employee on the job.
- ___ 2. Employers like to do performance evaluations any time they choose.
- ___ 3. Performance evaluations are used to record how well or poorly your performance is on the job.
- ___ 4. One use of a performance evaluation is to identify an employee's strengths or weaknesses.
- ___ 5. Performance evaluations help employees by identifying how they can improve their performance.

Unit 13
Progressing On The Job

- D. Here is a list of advantages and possible disadvantages of promotions. Write A in front of the advantages and D in front of the disadvantages.

- | | |
|---|--|
| ☐ 1. Prestige | ☐ 5. Satisfaction |
| ☐ 2. More training | ☐ 6. Opportunity |
| ☐ 3. Hours change | ☐ 7. Relationships change |
| ☐ 4. More pay | |

- E. This unit discussed some acceptable reasons for leaving a job. List three of them in the spaces provided.

1. _____
2. _____
3. _____

- F. Explain what the proper procedure is for leaving a job.

My evaluation shows that I understand this unit and that I am ready to continue.

Student Signature

The student has completed this unit to my satisfaction and is now ready to continue.

Instructor Signature